DOCUMENT RESUME

ED 059 672 HE 002 837

TITLE	Supplemental Statement on the Doctor of Arts Degree 1972.
INSTITUTION	Council of Graduate Schools in the U.S., Washington, D.C.
PUB DATE	Dec 71
NOTE	18p.
AVAILABLE FROM	The President, Council of Graduate Schools in the United States, 1 Dupont Circle, N.W., Washington, D.C. 20036 ($.25 a copy or $.20 per copy in lots of 100 or more)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Degrees (Titles); *Doctoral Degrees; *Doctoral Programs; *Higher Education; *Teacher Educator Education

ABSTRACT

The Doctor of Arts (D.A.) degree should be granted only by those institutions that have the physical and intellectual resources to offer advanced graduate study leading to doctoral degrees. The issue is not whether the degree is comparable to traditional research degrees or will replace existent professional degrees that provide certain specialized expertise in academic life. The admission and retention of graduate students for this degree should be as rigorous as for the research doctorate. The Council of Graduate Schools views the D.A. as a degree to prepare professional, academically well-qualified teaching scholars for college classrooms. This can and will be assured only if the universities provide such quality when they develop the D.A. degree. (HS)

ED 059617

SUPPLEMENTAL STATEMENT ON THE DOCTOR OF ARTS DEGREE 1972

The Council of Graduate Schools in the United States

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Published, December 1971

Address inquiries to:

The President
Council of Graduate Schools in the
United States
One Dupont Circle, N.W.
Washington, D. C. 20036
U.S.A.

Price: 25¢ per copy or 20¢ per copy in lots of one hundred or more.

LETTER OF TRANSMITTAL

To:

The President, Council of Graduate Schools in the United States

Dear Sir:

The Council of Graduate Schools in the United States published its first booklet on the Doctor of Arts degree in March, 1970. The American Association of State Colleges and Universities had published a booklet entitled "The Doctor of Arts Degree: A Proposal for Guidelines" a month earlier. Major universities had within the following year established the new degree in several disciplines, and a number of institutions frequently referred to as "emerging universities" had either established the degree or were in process of doing so. The Carnegie Corporation of New York made planning grants to twelve universities, federal money had been granted for graduate fellowships to doctoral students in such degree programs, and regional accrediting organizations had either made preliminary inspection of various proposed programs or had provided new accreditation standards and guidelines for the Doctor of Arts degree.

Inquiries from prospective graduate students who have sought information about the Doctor of Arts degree have flooded the office

of the Council of Graduate Schools and other organizations. Degree candidates have been graduated and employed by reputable colleges. The Council of Graduate Schools, with financial assistance from the Carnegie Corporation and with the cooperation of the Johnson Foundation, sponsored a conference on the Doctor of Arts at Wingspread in October, 1970. Because of these developments, the Executive Committee of CGS directed its Committee on the Preparation of College Teachers to revise the original booklet as expeditiously as possible. The draft of the statement was circulated to all institutional members of CGS as required by a resolution adopted at the plenary session at the Annual Meeting in December, 1969.

This revision represents the joint efforts of the Committee on the Preparation of College Teachers of CGS and the Graduate Studies Committee of the American Association of State Colleges and Universities. (Only part of the two Committees actually met in Washington for this purpose because of financial expenses involved, and concurrence by other members of the Committee has been obtained by mail.) Together these Committees represent graduate expertise as to significant problems and issues which confront graduate schools from the perspective of graduate deans and viewpoints of the Graduate Studies Committee of AASCU, which is strongly interested in the better preparation of college teachers and especially represents the consumer and administrative viewpoint.

The statement which follows is published with the approval of the Executive Committees of CGS and AASCU. Aware of the limitations of the revised statement, the CGS Committee must point out that the Doctor of Arts degree is a *fait accompli* of

sufficient scope to require a revised statement; however, the new degree must also be characterized as an evolving one, and this new statement reflects study and assessment of current trends and developments. The Committee reiterates its statement first made in March, 1970, that it "is aware that further research on its part as well as the experience of the Graduate Schools will produce further modifications. . . ." Nevertheless, we believe that this revision is timely and necessary.

Respectfully submitted,

Alvin H. Proctor, *Chairman*

for

The Committee on the Preparation of College Teachers of the Council of Graduate Schools in the United States

EUGENE ARDEN (Long Island University)
*JACOB E. COBB (Indiana State University)
*JAMES F. HORNIG (Dartmouth College)
*ROBERT H. KOENKER (Ball State University)
*CHARLES T. LESTER (Emory University)
*ALVIN H. PROCTOR (Kansas State College of Pittsburg)
PHILIP M. RICE (Claremont University Center)
MORGAN D. THOMAS (University of Washington

The Graduate Studies Committee of the American Association of State Colleges and Universities

*President JOHN J. KAMERICK, Chairman (University of Northern Iowa)
President JOHN L. EIDSON (Georgia Southern College)
President BRAGE GOLDING (Wright State University)
President C. C. HUMPHREYS (Memphis State University)
DONALD F. KLINE (Idaho State Board of Education)
WILLIAM LANGSDORF (The California State Colleges)
President LLOYD D. VINCENT (Angelo State University)
President J. LAWRENCE WALKUP (Northern Arizona University)
President CHARLES R. WEBB (Eastern Connecticut State College)
*ROBERT H. KOENKER (Ball State University)
ARTHUR REYNOLDS (University of Northern Colorado)
*CRATIS D. WILLIAMS (Appalachian State University)
President EMERSON SHUCK (Eastern Washington State College)

**Present at the Washington Conference*

(Dr. Frank Farner of AASCU also participated.)

THE DOCTOR OF ARTS DEGREE

Rationale for the Degree

> One of the most widely accepted ideas in modern thinking about college teaching is that the quality of teaching depends on the ethos of the campus; it matters profoundly whether a campus is or is not permeated with a care for teaching . . . . A class taught by an unprepared teacher teaches the student neglect of scholarship. A department which encourages professors to hide from students, teaches the neglect of human relations . . . . Each of us has a stake, then, in the good teaching of the others, and the good teaching of each is the legitimate concern of all. A campus that lacks a tradition of good teaching by that fact casts some doubt on the ultimate meaning of its scholarship.*

The preparation of teaching scholars and the improvement of teaching scholarship in the colleges need and require significant and

---

**Education at Berkeley, Report of the Select Committee,* Charles Muscatine, Chairman (Berkeley: University of California Press, 1966) passim, pp. 39-40.

careful attention from the nation's universities and colleges. The university has two major functions: the discovery of knowledge and the dissemination of knowledge. The main task of the college is dissemination and hence effective teaching. The duty of both to give responsible attention to good instruction is inherent in the nature and mission of the institutions and is the obvious professional responsibility of their faculties.

The main question is *how* to produce well-qualified teaching scholars, not necessarily to defend old degrees or to construct *new ones.*

The answers to this question are unclear at this point in time; those currently given include revision of the Ph.D., revision of the Doctor of Education as applied to teacher preparation, and the Doctor of Arts. Institutional autonomy will necessarily provide a variety of answers; however, the Council of Graduate Schools in the United States endorsed the new Doctor of Arts degree in principle in a plenary session at the Annual Meeting in 1969. Subsequent events indicated in the Letter of Transmittal make it imperative that revised standards and guidelines should be delineated by the Council.

Some universities view the new degree as experimental and have provided for its review after five years. Others view the Doctor of Arts as a desirable answer which, although evolutionary as to contents and procedures, nonetheless addresses itself specifically to the better preparation of college teachers in a manner harmonious with their institutional objectives and resources.

The question is thus clearly no longer *whether* the universities shall commit themselves to the better preparation of college teachers; the only issue is *how.* The statement

which follows suggests proper standards and guidelines for continued development of the Doctor of Arts degree.

Institutional Qualifications

The Council of Graduate Schools asserted in its first statement on the Doctor of Arts degree in March, 1970, that "the new degree should be offered in well-established universities which already offer the Ph.D. in order that the Doctor of Arts may utilize the academic validity and reputation of graduate study in those universities, thus ensuring high standards and its acceptance in graduate education." The Council reaffirms this position as that which would best assure high quality for the new degree; however, subsequent developments require a more specific statement as to institutional and graduate school qualifications for institutions which now offer the degree or anticipate doing so in the near future.

Distinguished graduate schools which have strong resources – reflected in regional and national reputations and which are accredited by recognized accrediting associations – presumably have necessary academic resources to offer the Doctor of Arts. However, the Doctor of Arts degree should not be automatically authorized by the Graduate Council or Faculty; such institutions should have well developed and reputable faculties and other resources in professional education, instructional media, and psychology.

The Doctor of Arts must be authorized only in fields with appropriate academic strength in the universities. The Council of Graduate Schools views as unacceptable automatic conversion of Doctorates of Education into Doctor of Arts degrees.

A major question involves adoption of the Doctor of Arts by institutions which have never offered doctoral study in any area or discipline; such universities are usually characterized as "emerging institutions." The Council of Graduate Schools views the proliferation of degree programs by less well-recognized institutions with serious concern. The Doctor of Arts must not be viewed as a less expensive version of the Ph.D. or as a means by which "emerging institutions can inexpensively offer doctoral study." An institution which in terms of comparable resources cannot afford to offer high quality graduate programs for the Ph.D. or other professional doctorates should not offer the Doctor of Arts. Those institutions which through the D.A. will enter the ranks of doctoral-granting institutions for the first time should do so only in full compliance with accepted regional accreditation procedures and only if adequate resources in all respects are available *before* the new degree program is implemented.

Authorization for new degree programs should be sought only if there are clearly demonstrable needs within the state and region for such programs. When adequate graduate school resources at the doctoral level already exist within a state or area, authorization of additional doctoral programs can only result in weakening established graduate schools and departments, and the new programs are unlikely to achieve standards of high quality.

Easy provisional accreditation should be avoided by the regional associations. The Council recommends that state coordinating boards and licensing authorities should assume particular responsibility to ascertain *need* for new degree programs and require

provision of high quality faculty and other resources in granting approval for new programs. Graduate School entry into fields of study for the Doctor of Arts should be numerically limited and granted only to departments with academically supportive areas in which clear-cut competence is demonstrable.

Characteristics of Teaching Scholars

> The most important ingredient in the establishment of a successful Doctor of Arts degree program is the quality of the faculty. The faculty must consist of dedicated and experienced teachers who are knowledgeable in their discipline and who have a philosophical commitment to the preparation of outstanding university and college teachers.*

A primary assumption is that professional competence for the beginning teacher can be improved, through both formal and informal study. The teaching scholar and the graduate program for his preparation have identifiable characteristics which make him more valuable at the outset to the undergraduate institution and to those whom he teaches.

He will be student-oriented, and the main thrust of his scholarship will be in the teaching-learning process, in the dissemination of knowledge. He will be interested in a broad, humanistic approach to the instruction of those who as citizens must deal in daily life

---

**The Doctor of Arts Degree: A Proposal for Guidelines*. A Statement by the American Association of State Colleges and Universities (February, 1970), p. 5.

with a broad spectrum of problems and human resources and weaknesses. He seeks to integrate knowledge at the undergraduate level of teaching – not to specialize and fragment what the students learn. Although the effective college teacher is appreciative of the depth of scholarship exemplified by his more specialized colleagues and is able to apply the results of their research, he usually teaches a broader range of courses in the undergraduate college. He must possess research skill sufficient for maintaining his personal scholarship, which may be reflected in publications and participation in learned societies and organizations; however, his main purpose will be the effective application of research to teaching.

It is obvious that new teaching techniques, new approaches to the instructional uses of old and new knowledge, and understanding the teaching-learning process will develop rapidly. Development of the graduate student's ability to apply new, significant disciplinary research and teaching techniques for the benefit of college teaching must be a significant part of the Doctor of Arts degree program.

The effective college teacher knows how to communicate well and how students learn. He understands the nature and mechanics of viable course construction. He can construct effective tests and utilize other evaluation techniques. He adapts the techniques of classroom presentation to a variety of conditions, class sizes, and types of classes. The effective undergraduate teacher will understand his role and techniques for the advisement of students. He will understand the role and responsibilities of the faculty in collegiate institutions.

Control and Organization

Control and organization of graduate study has been described by the Council of Graduate Schools in its statement entitled "The Organization of Graduate Work Within the University" (September, 1967). Policies, procedures, and standards stated therein apply equally to the Doctor of Arts degree. Control of degree programs must be under the graduate faculty of the subject-matter field and subject to the general standards and administration of the Graduate School. Because of the addition of the internship and other professional courses as well as new academic approaches to the preparation of teaching scholars, close cooperation among departments and schools is essential. A special committee drawn from several disciplines perhaps should oversee the degree during its initial years, especially if new programs are interdisciplinary in objectives and content.

General Requirements

Admission, retention, and *academic standards* for a Doctor of Arts program should be rigorous and demanding – consistent with the best standards of other high-quality doctoral programs. Practice may vary as to whether the Master's degree is required as a basis for admission. However, automatic admission of those with the Master's degree and/or teaching experience is *unacceptable.* Admission may also include an assessment of the applicant's potential for effective college teaching in the professional sense.

The degree program normally requires a minimum of three or four years of graduate study, including the internship. Academic

components should require not less than two years of graduate study and will normally require more; the length of the internship (infra) may be variable and lengthen the total time required for completion of the degree. The requirements should usually be completed in not more than five years and must include full-time residence study equivalent to other high-quality doctorates. Continuity of academic study is recommended and involves completion of course work before the graduate student leaves the campus. A degree program which permits completion of academic or professional courses only through part-time study is unacceptable.

Administrative aspects of the degree as to academic advisement, examinations, supervision of the professional components, and research components should parallel accepted standards and practices for other high-quality doctorates. Primary administrative responsibility rests upon the Department; however, the Dean of the Graduate School has special responsibility in the maintenance of equivalent standards and acceptable practices.

Academic Content

The primary purpose of the academic component should be to provide broad teaching competence at undergraduate levels. The philosophical objective is to produce broad competence in contrast with research specialization and to exemplify a humanistic approach to human problems and to teaching. The purpose is to provide integration of knowledge for undergraduate teaching, not to specialize and fragment what the teaching scholar knows and learns. Graduate study for the Doctor of Arts should reflect this func-

tion of teaching; hence, wide course selection within the doctoral student's basic discipline and interdepartmental and interdisciplinary study are desirable. Formal graduate course work should prepare the prospective teaching scholar for other broad teaching responsibilities. A major part of all course work must be explicitly graduate in level and quality.

Course selection should thus be typically broader and less narrowly specialized than for the Ph.D. and may bridge several supportive disciplines. A broad disciplinary major can be strengthened under proper advisement by the inclusion of courses in related disciplines and academic areas. The degree program should strengthen the teacher's ability to integrate and synthesize, to compare data and information, and to apply knowledge; discovery of new data and new "truth" is not the aim. The admonition of a leading graduate dean should be noted: ". . . . innovation and graduate education will, no doubt, bring new degree titles; but it is not at all clear that new degree titles will bring innovation." Required research tools should be functional and appropriate to the basic academic discipline and projected teaching career.

Professional Components and the Internship

The Doctor of Arts degree is based upon the premise that teaching competence for the beginner can be improved through professional study and through carefully supervised teaching experiences. These should include full responsibility for teaching courses, the mentorship of experienced professors, and other experiences including courses and/or seminars in the structure and problems of higher education, as well as present day social

issues affecting higher education, which can and will enhance the preparation of the effective teaching scholar. Such experiences and mentorship are characteristically evident in strong universities, academic departments, and professional schools of education.

Actual experience in teaching is a sine qua non. To achieve this, the candidate for the degree must have structured teaching responsibilities in which he proceeds from simple tasks and limited responsibilities to full, responsible classroom teaching under the careful supervision of members of the graduate faculty. The internship is essential to the Doctor of Arts. The student's teaching experience should include at least one semester of full-time teaching in a regular collegiate course. Teaching more than one course is preferable and exemplifies high-quality programs.

An internship on the local campus is acceptable but an externship in either a two- or four-year college is preferred. Routine graduate teaching assistantships which do not provide careful supervision and mentorship by specifically assigned graduate faculty members are not acceptable. High quality requires the graduate school to assume specific supervisory, evaluative, and instructional responsibilities in the "art and craft" of teaching. The graduate school must guard against exploitation of the prospective teacher (intern or extern) as a source of inexpensive instruction for its own undergraduate college.

Research Components

Another primary differential between the Doctor of Arts and the Ph.D. is the purpose and scope of research components in

the respective programs. *Graduate study properly assumes a strong research component.* The Doctor of Arts degree must provide for the development of research skills so that the teaching scholar can maintain the quality of his own scholarship and can utilize the results of research in the classroom. However, required research may have a different focus and intensity than for the Ph.D., which frequently points toward a dissertation and toward the later discovery of new knowledge by the research specialist.

Skill in research for recipients of the Doctor of Arts points toward use of research to enhance scholarly knowledge and classroom applications in the dissemination of knowledge. The student must through graduate study develop skilled capacity to read, understand, and apply disciplinary research for the benefit of students. Remedial work and deficiency course study are acceptable only as such, and undergraduate course study as a *substantial* part of formal course requirements should be avoided in meeting candidacy requirements.

The formal research dissertation or project may take several acceptable forms. The evaluation and synthesis of academic or disciplinary knowledge, comparative studies, creative intellectual projects, expository dissertations, or significant research in teaching problems and the organization of new concepts of course work are applicable. The evaluation and synthesis of materials and academic content that may be potentially valuable in college teaching but which have not yet been reviewed is also acceptable. Such research or independent investigation should be closely related to academic subject matter and demonstrate the scholar's mastery of *academic content and research skills* as attri-

butes of effective teaching. The internship is not viewed as an acceptable substitute for an independent research project for the degree.

Summary

The Doctor of Arts should be granted only by those institutions which have the physical and intellectual resources to offer advanced graduate study leading to doctoral degrees. The issue is not whether the degree is comparable to traditional research degrees or will replace existent professional degrees which provide certain specialized expertise in academic life. The admission and retention of graduate students should be as rigorous as for the research doctorate. The Council views the Doctor of Arts as a degree to prepare professional, academically well-qualified teaching scholars for college classrooms. Experimental and evolutionary though the degree may be at this point in time, the single general standard which must be applied in all respects is that of high quality. This can and will be assured only if the universities provide such quality as they develop the Doctor of Arts degree.